

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: ☐ Elementary ☐ Middle ☒ High ☐ K-12

Name of Principal Mr. James S. Miles

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Dyersburg High School

(As it should appear in the official records)

School Mailing Address 125 Highway 51 Bypass W.

(If address is P.O. Box, also include street address)

Dyersburg

City

TN

State

38024-0124

Zip Code+4 (9 digits total)

County Dyer

School Code Number* 0015

Telephone (731)286-3630

Fax (731)286-2209

Website/URL http://www.dcs.k12tn.net/dcs/index.html

E-mail miless@dc.k12tn.net

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Lloyd W. Ramer

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Dyersburg City Schools Tel. (731) 286-3600

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board

President/Chairperson Dr. Randall Prince

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: 2 Elementary schools
 1 Middle schools
 Junior high schools
 1 High schools
 Other

 4 TOTAL

2. District Per Pupil Expenditure: \$7,561.00

Average State Per Pupil Expenditure: \$6,997.00

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☐ Suburban
☒ Small city or town in a rural area
☐ Rural

4. 9 Number of years the principal has been in her/his position at this school.

N/A If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total
9	127	155	282
10	108	104	212
11	78	116	194
12	101	97	198
TOTAL			886

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|----------------------------------|
| <u>71</u> | % White |
| <u>28</u> | % Black or African American |
| <u>1</u> | % Hispanic or Latino |
| <u> </u> | % Asian/Pacific Islander |
| <u> </u> | % American Indian/Alaskan Native |
| 100% Total | |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 11 %

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	38
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	66
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	104
(4)	Total number of students in the school as of October 1	923
(5)	Subtotal in row (3) divided by total in row (4)	.11
(6)	Amount in row (5) multiplied by 100	11

8. Limited English Proficient students in the school: 1 %
3 Total Number Limited English Proficient

Number of languages represented: 1
Specify languages: Guharti (Indian)

9. Students eligible for free/reduced-priced meals: 42 %
Total number students who qualify: 402

10. Students receiving special education services: 10 %
86 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>0</u> Autism	<u>1</u> Orthopedic Impairment	<u>3</u> Multiple Disabilities
<u>0</u> Deafness	<u>0</u> Other Health Impaired	<u>29</u> Mental Retardation
<u>0</u> Deaf-Blindness	<u>32</u> Specific Learning Disability	<u>0</u> Traumatic Brain Injury
<u>7</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment	<u>0</u> Hearing Impairment
<u>1</u> Visual Impairment Including Blindness		

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>4</u>	<u> </u>
Classroom teachers	<u>56</u>	<u>1</u>
Special resource teachers/specialists	<u>12</u>	<u> </u>
Paraprofessionals	<u>4</u>	<u> </u>
Support staff	<u>21</u>	<u>4</u>
Total number	<u>85</u>	<u> </u>

12. Average school student-“classroom teacher” ratio: 1:16

13. Show the attendance patterns of teachers and students as a percentage.

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	94%	94%	94%	94%	95%
Daily teacher attendance	94%	92%	96%	95%	95%
Teacher turnover rate	5%	7%	7%	10%	5%
Student dropout rate (middle/high)	2%	2%	6%	3%	3%
Student drop-off rate (high school)	37%	42%	37%	36%	35%

The discrepancy between drop-off and dropout of students is one of concern. However, in 2003-2004, the drop-off score declined and we hope it heralds a new trend. Major impact on these rates came from (1) three manufacturing plants closing. Large numbers of people lost their jobs. (It was common for parents and children to work at the same plant.) People moved away to find jobs. (2) Eighteen-year-old students who worked part-time and went to school, lost these jobs, and moved elsewhere, or dropped out to get jobs. (3) A new school was built nine miles away and families in that end of the county sent their children there. Approximately 100 students moved to the new school. Hopefully, that shock has settled, and the mobility of DHS school population is beginning to stabilize.

14. Show what the students who graduated in Spring 2004 are doing as of September 2004.

Graduating class size	<u>196</u>
Enrolled in a 4-year college or university	<u>46%</u>
Enrolled in a community college	<u>30%</u>
Enrolled in vocational training	<u>2%</u>
Found employment	<u>14%</u>
Military service	<u>5%</u>
Other (travel, staying home, etc.)	<u>4%</u>
Unknown	<u>0%</u>
Total	100%

PART III - SUMMARY

Dyersburg High School opened its doors in 1886, graduating its first class in 1888. The present-day facility, originally a five-million-dollar structure, has been the home for Dyersburg High School students since 1971. The mission and vision have always encouraged our commitment to excellence and fostered a sense of Trojan Pride.

The school has 70 classrooms, most of which are arranged in departmental units. Each classroom is computer-networked, and a computer station is provided for each teacher. In addition, many classrooms have multiple student stations. The main classroom building has two floors. The hub of the first floor is the Commons, and the hub of the second floor is the Media center. Dyersburg High School includes seven stand-alone computer labs.

The present forty-acre campus has outstanding indoor and outdoor athletic facilities for other student activities. The stadium has seating for 4200, four ticket offices, a press box, concession facilities, and an all-weather 400-meter track. The gymnasium will seat 1600 on the lower level. Lights were installed on the baseball field in 1989, and a football field and an eight-million-dollar Sports Complex were added to the DHS campus in 1999. A greenhouse was built in 2002 to expand the DHS agricultural program.

Indoors facilities for other student activities include the Commons, the Little Theater, and Media Center. The Commons, designed to serve many purposes, is used primarily as the dining area. The Little Theater, the best-equipped theater in Dyersburg, seats 504 and is used frequently for community functions. The Media Center is equipped with print and online resources, including more than 17,000 books and 26 MacIntosh computers.

During the 2000-2001 school year, the Dyersburg High School administration began consulting with an architectural firm to discuss repairs, renovations, and security issues. However, in May of 2003 Dyersburg High School suffered over three million dollars worth of damage due to a tornado. This natural event shifted the administration's concern. Many areas that suffered damage were restructured and repaired during this time. The priorities were to repair the roof and ceiling-tiles, and to repair the carpet so that school could continue. Something wonderful that came out of the tornadic disaster of 2003 was the special bonding among teachers, students, community, and administrators who worked tirelessly to restore, save, and repair DHS.

Dyersburg High School has been accredited by the Southern Association of Colleges and Schools since 1921 and in 1991 was named a National School of Excellence, one of the highest honors which may be bestowed upon a secondary school. Dyersburg High School has contributed immensely to the educational opportunities of the youth of the community. In the year 2004-05, DHS was one of seven schools in the state nominated by the Commissioner of Education for the Blue Ribbon Award.

Dyersburg High School also houses a GED Option program on campus. In 2003, DHS faced elimination of the program unless it was utilized on campus. Since its origin at DHS, the GED Option program has graduated approximately thirty-five students.

Every student at DHS, no matter the ability, receives opportunities to be successful, to learn skills that enhance his life, and encouragement to commit to his own excellence.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. The state of Tennessee has been focused on raising student achievement scores and developing tests that measure a school's performance in improving those scores. The state report card reports disaggregated data so schools can be aware of their commitment to the students. Are they being exposed to skills and concepts and content the state, indeed the nation, needs them to be?

End of course tests were developed for physical science, chemistry, U.S. history, geometry, physics, English 10, biology, algebra, geography, and English 9. Eventually all of these will be given at various times of a student's high school career. Tennessee designated biology, English II, and Algebra I as the Gateway tests which are required to be passed in order to graduate. The other end of course tests do not have to be passed for grade level promotion, but the scores count as 15% of the grade for the semester they are taken.

Reporting of Gateway scores rank the students as below proficient, proficient, and advanced by percentile. This is published on the state website: www.state.tn.us/edu. DHS has scored above 95% in all three Gateways. Gateway Biology, Gateway Algebra I, have been given for three years (2001-04). Gateway English II was delayed for a year, therefore, we only have data for 2002-04. DHS also scored high on Gateway English II.

The report card indicates that of all students completing the Algebra I Gateway greater than 95% were "proficient" or "advanced"; on the Gateway English II more than 97% of all students were "proficient" or "advanced". Considering the subgroup of economically disadvantaged, 100% were "proficient" or "advanced" on the Algebra I test and 97% on the English II test. Considering the subgroup of African-American students, 100% scored "proficient" or "advanced" on the Algebra I test and 98% on the English II test. The state only reports in percentiles of "below proficient", "proficient" and "advanced".

2. Assessment data is used to understand and improve student achievement and school performance. Data is constantly discussed throughout the year in faculty study groups, inner-departmental meetings, and across disciplines. Teacher made pre- and post-tests are analyzed for student placement. The English and math departments work closely with the Dyersburg Middle School teachers and guidance counselor to pre-test, analyze stanine and TCAP scores, and to have advisory talks with parents before placing these students where they will be most successful. Tennessee is dedicated to the task of leaving no child behind and is furnishing the data that helps DHS to redesign and realign our state standards with the national standards. The disaggregated data shows small gaps among the genders, ethnic groups, and economically disadvantaged subgroups. Now that we are getting this information, we can act on it to make sure our vision and mission meet student needs. The DHS faculty considered time as an important variable in getting students ready for exit exams. The school changed its curriculum in content (curriculum mapping) and course sequence. Competency English was added as a ninth grade course so that the economically disadvantaged and ethnic subgroups could have more time to prepare for the sophomore tests. We have added student tutoring, before and after school, which allows our bus students an extra 1 1/2 hours a day for remediation. The library is open one hour before and after school to allow student access to resources and the computer lab. Students can use tutorials such as "Follow the Leader" and "Learning 100", a reading program. Our curricular objectives have been written to differentiate ability levels for our students. Assessment is more than test scores. Observational assessment finds DHS students who may be weak in academics are often found to be talented in the arts. There are several opportunities for these students to act, sing, dance, play an instrument, paint, sculpt, or "throw a pot". Sometimes the self-respect and self-worth in the arts carries over to improved attendance and to success in academics. The ACT is offered to all students with 95% of our college-bound students taking the ACT. For the last five years DHS has scored above the state and national averages on the ACT.

3. Parents and the community as a whole have always supported Dyersburg High School in its effort to maintain high expectations for student learning. DHS takes pride in the accomplishments of its students. Parents are playing a larger role in many of the improvements at DHS. Parents, business and industry join together to promote academic excellence and to reward academic achievement in much the same way that athletic boosters support athletic teams. Parents expect us to go beyond the good to the best. Some of the ways we communicate to parents: one-on-one as needed, email, letters, called conferences, mid-term report, faxes, school website, and primetime TV spots on our local cable channel. We host a Parent Orientation Night to familiarize the parents with the main learning emphases of the year, to discuss new rule changes at DHS, to talk about student behavior, to announce student opportunities for financial aid and scholarships, to receive written explanation as to how DHS teachers evaluate student work, and to discuss student achievement and the school's performance in giving a quality education. The Parent Advisory Board meets four times a year to discuss issues from the parents' perspectives. Student programs, ballgames, concerts, and school announcements are broadcast by the local television station, WDYR which allocates nine hours a day to school information. Portable signs on each school campus announce major state testing dates, so parents can be aware of their child's school life.
4. DHS teachers are ready to lead and share among their colleagues. The DHS instructional leadership team, composed of teaching staff, is the internal facilitator for our school improvement plan. Our teachers are in high demand as staff developers. They are quick to offer help to other educators. When our paraprofessionals were to be highly qualified, two DHS teachers created a review in math and English and worked with DHS paraprofessionals. This led to workshops in seven different schools, approximately 300 paraprofessionals, with a 96% success rate. Our geography teacher will share his success with music in the World Geography classroom. He has conducted this for the Tennessee Geographic Alliance in Nashville, TN, and will present to teachers in Charlotte, NC, and Birmingham, AL, at their state conferences. DHS teachers often assist the state in its training presentations and DHS frequently serves as a state "pilot" site. The Algebra I teachers led in a 10-day "Algebra for All" training over a 3-year period. DHS Gateway scores show the result of their commitment to excellence. Many of our Fine Arts teachers are called to participate in community fundraisers and our Spanish teachers translate for parents, the school system, and police.

PART V – CURRICULUM AND INSTRUCTION

1. Using Heidi Hayes Jacobs "Mapping the Big Picture," and Lisa Carter's work in curriculum alignment, DHS has spent the last nine years mapping the curriculum. All departments: English, Math, Science, Social Studies, Vocational, Fine Arts, Foreign Language, and Physical Education have mapped the curriculum to align with state and national standards. The curriculum continues to be updated and reflects essential questions, types of assessments, skills and objectives, and continuity. DHS is among the few schools in the local area that has mapped its entire curriculum. We are practicing what we designed and getting data that indicates successes and concerns. Our scores on Gateway and ACT indicate that we are pursuing the correct content, concepts, and objectives.
ENGLISH: To meet the needs of all students, we offer courses that run the gamut from basic literacy and communication skills to honors and AP courses in literature, which challenge our most gifted students. We stress writing skills, creative and expository, in all classes. Our Gateway and end-of-course tests in English 10 show an increase in student achievement. English courses at DHS are: Competency English, English 9, English 9 Honors, English 10, English 10 Honors, English 11, English 11 Honors, English 12, English 12 AC, English AP, Dual Credit English 12 and Journalism. Our student scores are far above the national norms on the language portion of the ACT.

MATHEMATICS: To provide a math curriculum that allows any freshman entering DHS to be successful on the Gateway Math Exam, is a major goal. In an arrangement between the teachers of DHS and DMS, students are screened by teacher recommendation, stanine scores, TCAP math scores, and pre-tests administered by the high school teachers. This insures that student placement can give students more time to strengthen their skills before they reach the Gateway. So far, 98% of our 10th graders have been successful on the Gateway. Mathematics courses at DHS are: Foundations II, Algebra I, Geometry, Algebra II, Algebra III, Pre-Calculus, PreCalculus-Dual, and Calculus. The Pre-Calculus-Dual is offered for college and high school credit through Dyersburg State Community College. More than 95% of the disadvantaged and African American students scored proficient in Math.

SCIENCE: The science curriculum stresses the hands-on and laboratory activities to reinforce the curriculum. The Gateway Science (Biology) Exam has made us aware that the curriculum must reflect the goals and objectives of the state and national standards expectation. Curriculum sequence and content enable the struggling student to take science courses that will lead to success on the Biology Gateway. Problem solving and higher order thinking skills are in constant use in the science classes. Students often use national and international contacts made through the internet to exchange information. Science courses at DHS are: Physical Science, Life Science, Biology, Principles of Technology, Chemistry, Physics, Biology II/Anatomy, and Ecology.

SOCIAL STUDIES: All Social Studies courses provide for extensive reading and interpretation of historical data. Students integrate the learnings from the other core subjects into their social studies courses: mathematical graphs, critical thinking exercises in cause/effect issues, writing skills in reporting results of research, etc. To expand student exposure to a wider picture of our country's growth, both American Literature and U.S. history are offered at the 11th grade level. The social studies courses at DHS are: Geography, AP Geography (one of the few sophomore AP Geography classes in the state), U.S history, History of the American Culture (Humanities), Economics, Psychology, World history, and American Government.

FINE ARTS: We have a very active Fine Arts Department which collaborates very well as shown by the musical production of "Oklahoma!" The Art students did the background scenery, band students played the music, and the drama students furnished a talented cast. The Fine Arts Department not only entertains students and faculty, but also entertains all Dyersburg school children by bringing them to DHS to experience "a day at the theater". Students will be given the opportunity to participate in competitions at the local, district, and state levels. The Fine Arts Department offers: Art I, II, III (by appointment), Drama I, II, III, Percussion, Band, Choir, Advanced Choir, Music Theory/Harmony.

FOREIGN LANGUAGE: Presently, DHS offers two years of Spanish beginning with the sophomore year. Plans are underway to add French in the 2005-06 school year. The Spanish teachers have kept a consistent enrollment in Spanish. Due to teacher retirement, French has not been offered this year, but a teacher has been hired for the 2005-06 school year.

- 2b. To meet the needs of all students, the English department offers a variety of courses which emphasize reading, listening, speaking, writing, and using higher-level thinking skills. All freshmen are taught the basic five-paragraph essay, and all grades write a variety of creative and analytical papers, as well as the persuasive essay. Research papers are written by juniors and seniors. Creative writers may join the after-school club, Penworthy. Including summer reading requirements, English 9, 10, and 11 also have honors courses to challenge high achievers. Seniors are offered A.P. English: 80 – 100% of DHS students have scored 3 or higher on the A.P. English Literature and Composition Exam over the past three years surpassing the national average of 13%. ACT scores in English and reading surpass both state and national averages.

Dual credit English 111 and 112 are offered in the classroom in partnership with the University of Tennessee at Martin. Applied Communications meets the needs of technical track seniors preparing for the "world of work". With two electives in journalism, students consistently produce award-winning newspapers and yearbooks, even a video yearbook.

Special education students with I.E.P.'s are included in regular classes, where teachers modify as

needed. Competency English is a new course in 2004, an elective for freshmen who are not prepared for high school English. This class affords students a second hour of English daily and meshes with standard ninth-grade objectives, especially focusing on reading strategies.

All levels of English follow and revise, as needed, curriculum maps aligned with the Tennessee Framework. In addition to Competency English for struggling freshmen, the department has implemented a variety of reading strategies to improve student skills, such as previewing the text, chunking the text, and reading aloud. Inservice trainings have been devoted to reading strategies which are a focus for all departments in the School Improvement Plan.

3. The visual and performing arts curriculum at DHS involve students in the study of vocal and instrumental music, dramatic performance and theatrical design, and selected forms of visual arts. All instructors use the production of art as a vehicle for teaching aesthetics, history, and criticism.

All of our instructors are state certified art educators and practicing artists in their fields. All courses are based on a written curriculum, including goals and objectives for the course and for each nine weeks' instructional period. Each department has its own resource library containing texts, technique books, videos, slides, recordings, magazines, and miscellaneous props. Field trips to local colleges, dramatic productions, art museums, thespian conferences, regional and national music festivals and contests are taken regularly.

The goals of the performing arts program are: (1) to develop aesthetic awareness, (2) to develop native talents in the performing arts, (3) to develop a positive self-image, and (4) to develop a criteria for discrimination that includes a working knowledge of the arts. Our repertoire includes works from entry to intermediate levels of difficulty to stimulate appreciation and incorporate a wide range of student abilities, such as storytelling in elementary schools.

The Dyersburg community serves as a forum for the development of the arts. Our students perform at community functions and at area schools. Tickets are provided for students to attend professional performances and opportunities are available for them to work with professional theater technicians. Art shows and at least three musical/dramatic productions are performed.

Public opinion, teacher recommendations, and student needs are considered in program evaluation. These assessments are used by the teachers in curriculum development and by the administration in the allocation of funds and personnel. Attendance at school productions, performance in contests, awards received by students, and recognition of work are all important indicators of success.

Release time is granted to teachers and students for outside performances. The administrations of the middle school and high school have coordinated scheduling to allow the DHS band director and choir director to be involved in the feeder program at DMS. In the visual arts area, students are encouraged to display their work prominently in the school and for community attention.

Art, Drama, and Music place within the students' lives the opportunity to learn the cultures of the past and the cultural impact on the present. The Arts permit different learning styles: visual/spatial learners, verbal/linguistic learners, and music/rhythmic learners to bloom in Fine Arts because they are in their style. DHS' mission is to provide educational and environmental experiences which will empower them to take responsibility for their learning. The Fine Arts Department reflects this and at the same time encourages them to reflect on their aesthetic values.

4. When one enters DHS and walks through the halls or stops in a classroom, a variety of teaching strategies will be evident in and across the classes. A variety of strategies help students to find at least one or two learning methods that they can be successful in every day. There are aural classes, cooperative learning lessons, lectures, panel discussions in social studies, PowerPoint presentations (student and teacher created), team work, hands-on lab in science, manipulatives and graphing calculators in math, group work, and student-teacher research. Teachers are using Multiple Intelligences, Talents Unlimited, Socratic Methods, critical thinking skills, creative thinking skills, and decision making. Computer technology is used for a dual purpose: to hone the skills in the operation of computers and also to create higher-order thinking when students have to extrapolate information.

5. Dyersburg City Schools is in an enviable position. We are the only school system in the state to have a permanent professional development center. Research indicates that having on-going training for teachers increases their retention rate. DHS teacher retention holds steady at 94-95%. Because of teacher stability, our staff development is able to create an environment where teachers expect to learn and are expected to share their skills with colleagues. Teachers hired in the system commit to three years of participation in intersession, a week long enrichment and remediation period in the fall and spring of the year. Seventy-seven percent of the teachers at DHS have 30 years or more of experience. Based on the fact that the majority of our teachers were educated in the 70's it is imperative that our staff development update and inform them about 21st century students learning styles. DHS teachers have been exposed to best practices in instruction and assessment. To that end the PDC (Professional Development Center) has brought in Dr. Larry Lezotte, Dr. Mike Schmoker (data analysis and results), Michael Rutherford (assessment and leadership), Lisa Carter (curriculum and vertical alignment), Dr. Rita King (reading), Dr. Janice Almasi (reading), Dr. Sylvia Pusser (Thinking Maps). Aside from the PDC staff development offerings, inservice days are directed to school specifics. DHS in 2003-04 dedicated it's contents to reading and data analysis. Principals, as educational leaders, must conduct six hours of staff development within the school year. Five state days and five local days are required inservice training for the teachers. The system central office provides funding to allow teacher travel to conferences and workshops. Whatever effort we ask of our teachers the system is willing to support with funding and training. Staff development is essential to the educational well being of the teacher, the student, and the school.

PART VII - ASSESSMENT RESULTS

Students entering the ninth grade must choose, by the end of the tenth grade, to study one of two paths: Technical or University. Students who are undecided are allowed to select the Dual Path which allows them to take courses that will make them eligible for either path.

Technical Path: Students who successfully complete this course of study will be prepared to enter the work force, enter an apprenticeship, or enroll in a technical/vocational school or community college after high school.

University Path: Students who successfully complete the course of study will be prepared to enroll in a community college or a four-year college/university after high school graduation.

Dual Path: Students who successfully complete the University Path and have an area of concentration (4 credits) in a vocational/technical field.

All students must pass the state proficiency tests plus the University Path students must also complete the ACT or SAT.

Starting with the 2003-04 school year, all DHS tenth grade students are required to take the PLAN test. The test is free. PLAN test is used to predict how well students will do on the ACT. Counselors can help students make informed decisions about their need to strengthen areas of weakness. Results from the PLAN are not yet available from the state.

Pages 12 and 13 show data for the past three years for Algebra I and the past two years for English 10. These are the tests that Tennessee selected to use to obtain value-added data for teachers and students that gauge annual yearly progress for NCLB requirements. The Algebra I Gateway Test was first administered for score reporting in 2001-2002. The English 10 Gateway Test was first administered for score reporting in 2002-2003.

The following statistical reports indicate our students are doing well.

STATE CRITERION-REFERENCED TESTS

Subject Algebra I Grade 10 Test Gateway

Edition/Publication Year 2001-2004 Publisher McGraw-Hill

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	May	May	May		
SCHOOL SCORES					
% At or Above "Below Proficient"	100	100	100		
% At or Above "Proficient"	100	98	99		
% At or Above "Advanced"	87	76	89		
Number of students tested	118	145	190		
Percent of total students tested	100	99	99		
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1 Economically Disadvantaged					
% At or Above "Below Proficient"	100	100	100		
% At or Above "Proficient"	100	97	99		
% At or Above "Advanced"	71	70	63		
Number of students tested	24	30	56		
2 Ethnicity (African American)					
% At or Above "Below Proficient"	100	100	100		
% At or Above "Proficient"	100	95	99		
% At or Above "Advanced"	83	65	69		
Number of students tested	30	36	47		
STATE SCORES					
% At or Above "Below Proficient"	100	100	100		
% At or Above "Proficient"	81	75	74		
% At or Above "Advanced"	*	45	45		

*Report in 2003-04 shows Proficient & Advanced as one score on State Report

STATE CRITERION-REFERENCED TESTS

Subject English Grade 10 Test Gateway

Edition/Publication Year 2001-2004 Publisher McGraw-Hill

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	May	May			
SCHOOL SCORES			N/A**		
% At or Above "Below Proficient"	100	100			
% At or Above "Proficient"	97	98			
% At or Above "Advanced"	74	68			
Number of students tested	186	212			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1 Economically Disadvantaged					
% At or Above "Below Proficient"	100	100			
% At or Above "Proficient"	97	96			
% At or Above "Advanced"	40	36			
Number of students tested	52	62			
2 Ethnicity (African American)					
% At or Above "Below Proficient"	100	100			
% At or Above "Proficient"	98	98			
% At or Above "Advanced"	41	38			
Number of students tested	40	63			
STATE SCORES					
% At or Above "Below Proficient"	100	100			
% At or Above "Proficient"	81	87			
% At or Above "Advanced"	*	52			

*Report in 2003-04 shows Proficient & Advanced as one score on State Report.

**English Gateway scores available 2002-2004.

2004 TVAAS System Report for Dversburg
Gateway English II

Test	Year	N	Mean Student Score	Mean Score %tile	Mean Pred Score	Pred. Score %tile	System Effect	System Effect %tile	System Vs State Avg
English II	2003	189	541	71	534	65	6	90	Above
	2004	169	537	68	535	67	2	75	NDD

According to the Sanders' Model for Value Added, the mean predicted score for DHS students was lower than the actual mean score resulting in a positive system effect.

2004 TVAAS System Report for Dyersburg
Gateway Algebra I

Test	Year	N	Mean Student Score	Mean Score %tile	Mean Pred Score	Pred. Score %tile	System Effect	System Effect %tile	System vs State Avg
Algebra I	2002	191	574	82	564	74	10	81	Above
	2003	145	579	83	565	75	13	89	Above
	2004	190	587	86	567	76	18	96	Above
	3yr Avg	526	580	84	565	75	14	92	Above

“Algebra for All” accounts for our success in TVAAS scores. Tennessee has the Sanders’ Model to show predicted student performance. DHS has scored above the state predicted scores for the past three years.

Dyersburg High School
Gateway Proficiency
Report Cards 2002 – 2004

Gateway Algebra	2002 % Proficient	2003 % Proficient	2004 % Proficient
All Students	99	99	>95
Economically Disadvantaged	98	97	>95
African American	98	96	>95

Gateway English	2002 % Proficient	2003 % Proficient	2004 % Proficient
All Students	NA*	99	97
Economically Disadvantaged	NA*	97	95
African American	NA*	97	93

- The English examination was administered for the first time during school year 2002-2003.

The two subgroups are performing well in comparison with all students. High expectations and access to remediation help to bring serious learners to higher scores. The gaps will focus the staff development training for teachers in the 2005-06 school year.

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate table for each test and grade level, and place it on a separate page. Explain any alternative assessments.

Subject MATH Grade _____ Test A.C.T.

Edition/Publication Year 1999-2004 Publisher American College Testing Program

Scores are reported here as (check one): NCEs _____ Scaled scores _____ Percentiles X

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month					
SCHOOL SCORES					
Total Score	21	20	21	20	20
Number of students tested	161	148	186	178	160
Percent of total students tested					
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. <u>African-American</u> (specify subgroup)	19	17	18	17	18
Number of students tested	29	25	21	21	22
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
NATIONAL MEAN SCORE	21	21	21	21	21
NATIONAL STANDARD DEVIATION					

The scores of the African American subgroup, although below national scores, are slowly beginning to improve. The “Algebra for All” class design that used “multiple tries” contributes to the rise in scores.

A.C.T. does not give socioeconomic information. All seniors are given a free voucher for the A.C.T., therefore, all students, from every background, have the opportunity to take the test for free.

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate table for each test and grade level, and place it on a separate page. Explain any alternative assessments.

Subject ENGLISH Grade _____ Test A.C.T.

Edition/Publication Year 1999-2004 Publisher American College Testing Program

Scores are reported here as (check one): NCEs _____ Scaled scores _____ Percentiles X

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month					
SCHOOL SCORES					
Total Score	23	22	19	20	21
Number of students tested	161	148	186	178	160
Percent of total students tested					
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. <u>African-American</u> (specify subgroup)	19	17	19	18	18
Number of students tested	29	25	21	21	22
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
NATIONAL MEAN SCORE	20	20	20	21	21
NATIONAL STANDARD DEVIATION					

A strong academic curriculum in English manifests itself in ACT scores well above national average. Since 1999, more African-American students have been tested each year, and as a subgroup their scores are gradually showing improvement.

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate table for each test and grade level, and place it on a separate page. Explain any alternative assessments.

Subject READING Grade _____ Test A.C.T.

Edition/Publication Year 1999-2004 Publisher American College Testing Program

Scores are reported here as (check one): NCEs _____ Scaled scores _____ Percentiles X

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month					
SCHOOL SCORES					
Total Score	22	20	22	21	22
Number of students tested	161	148	186	178	160
Percent of total students tested					
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. <u>African-American</u>	19	17	19	17	17
Number of students tested	29	25	21	21	22
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
NATIONAL MEAN SCORE	21	21	21	21	21
NATIONAL STANDARD DEVIATION					

We continue to work on reading across the curriculum yearly. Our reading scores have remained fairly consistent and remain at or above the national average. We attribute this consistency to our focused and continuous work on reading.

ACT High School Profile

Executive Summary – Average ACT Scores by Level of Academic Preparation

	Number Core/Less		PCT Core/Less	English Core/Less	Math Core/Less	Reading Core/Less	Science Core/Less	Composite Core/Less
Local								
1999-00	105	53	66/ 33	24.2/18.8	21.5/17.6	23.4/19.4	22.3/18.5	23.0/18.8
2000-01	103	75	58/ 42	22.9/19.0	21.2/18.8	22.2/18.9	21.8/19.3	22.2/19.1
2001-02	103	77	55/ 41	24.8/19.9	23.0/19.3	23.6/19.0	22.9/19.7	23.7/19.6
2002-03	80	63	54/ 43	23.3/20.0	20.8/18.5	21.8/19.2	21.9/19.3	22.1/19.3
2003-04	72	83	45/ 52	25.6/20.6	23.4/19.1	24.7/20.0	23.1/19.7	24.3/19.9
State								
1999-00	27275	15728	62/ 36	21.0/18.0	20.0/17.6	21.4/18.9	20.6/18.6	20.9/18.4
2000-01	26834	15904	61/ 36	21.0/18.0	20.1/17.7	21.4/18.8	20.7/18.6	20.9/18.4
2001-02	26672	16159	60/ 36	21.2/18.1	20.1/17.8	21.4/18.9	20.6/18.6	21.0/18.5
2002-03	26452	14667	62/ 34	21.5/18.5	20.4/18.0	21.6/19.2	20.9/18.8	21.2/18.8
2003-04	26244	14519	62/ 34	21.6/18.8	20.5/18.3	21.7/19.5	20.9/19.1	21.3/19.1
National								
1999-00	645513	376645	61/ 35	21.5/18.8	21.8/19.0	22.4/19.8	21.9/19.7	22.0/19.5
2000-01	645258	369921	60/ 35	21.5/18.8	21.7/19.0	22.2/19.8	21.8/19.8	21.9/19.5
2001-02	643596	397544	58/ 36	21.4/18.4	21.6/18.8	22.2/19.5	21.7/19.4	21.8/19.2
2002-03	667526	410753	57/ 35	21.4/18.5	21.6/18.9	22.2/19.7	21.7/19.5	21.8/19.3
2003-04	661290	405328	56/ 35	21.5/18.7	21.7/19.1	22.3/19.8	21.7/19.6	21.9/19.4

Dyersburg High School is proud of our A.C.T. scores. Both core and non-core students continue to improve their scores and rank above the state and national levels. More importantly the non-core students, students who have not completed core courses for college entrance, have significantly higher scores than the state and national levels. High expectations and strong academics help to account for these higher scores.